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ABSTRACT

The purpose of this book is to improve instruction by helping future teachers understand the realities of teaching, understand and organize relevant psychological theory, and become competent at tasks instructors perform. There are 29 chapters which deal with the following topics: (1) teacher decision making; (2) student physical development; (3) basics of cognitive development; (4) cognitive development and education; (5) social and personal development; (6) psychology of learning; (7) the behavioral approach to learning; (8) the cognitive structural view of learning; (9) the information-processing view of learning; (10) skills for learning; (11) instructional design; (12) approaches to classroom instruction; (13) basic instructional skills; (14) basic concepts of motivation; (15) cognitive viewpoints; (16) guidelines for motivating students; (17) communicating appropriate expectations to low achievers; (18) the humanistic perspective; (19) overview of classroom management; (20) establishing and maintaining a good learning environment; (21) principles and techniques of behavior modification; (22) humanistic approaches to counseling disturbed students; (23) socioeconomic status, IQ, and gender differences among students; (24) cognitive styles and creativity; (25) educating students with special needs; (26) principles of educational measurement; (27) statistical concepts; (28) test construction; and (29) assigning grades. (JD)

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